

RACING TO READ GRANT APPLICATION FALL 2014

**Presented by
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Missouri State Library



Please feel free to ask questions throughout this training session. Participant audio will only be muted if there is static or other distracting noises on the line. You can also type your questions into the chat box(chat box is located on the right side of the screen. If it has a + (plus) sign next to the word chat you can click on it to enter your message.)

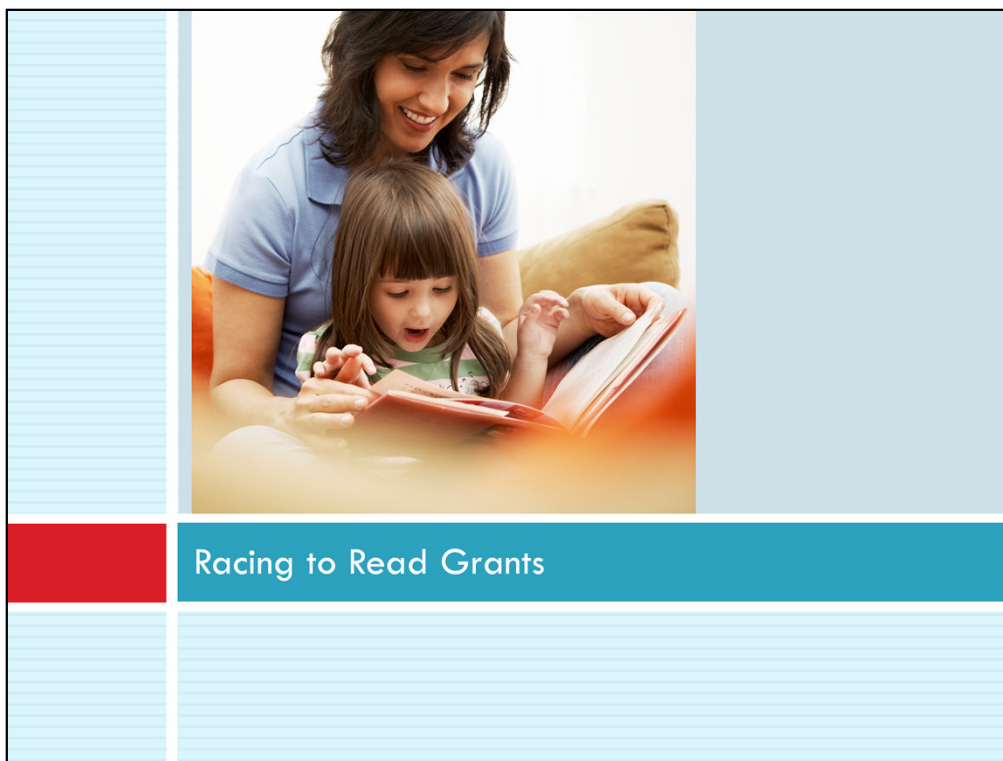
Session Objectives

1. Racing to Read Grant: A Brief Intro
2. Grant Application Basics
3. Best Practices



During this session we will:

1. Look at the Racing to Read grant program and the costs that are eligible for LSTA funding.
2. Review the parts of the application
3. And talk about best practices – those things that can help your application flow smoothly through the review process



Racing to Read Grant

- Open to public libraries certified to receive State Aid who had staff attend Racing to Read to Go workshops
- To develop, improve or expand public library early literacy services for children birth to 6 years



The grant is open to public libraries certified to receive State Aid **and** who had staff attend the recent Racing Read to Go workshops or webinars.

This grant is not meant to replace local funding for your early literacy programs, but allows you to develop, improve or expand these services for children birth to 6 years of age.

Racing to Read Grant

- Highest Priority
 - ▣ Projects involving high risk children, their parents and other caregivers

- Other Priorities
 - ▣ Demonstrated local need and local support for the library's early literacy programs and services
 - ▣ Projects with strong partnerships to reach unserved audiences
 - ▣ Projects which engage families and other stakeholders in early literacy programs and skills trainings



Highest priority will be given to projects involving high risk children, their parents and other caregivers. (High risk children are English language learners, immigrants, children with special needs, children in poverty, and children in families dealing with abuse, neglect, substance abuse, and other traumatic situations.)

Priority will be given to libraries indicating a local early literacy need and dedication to local support for the encouragement and utilization of the materials provided by this grant.

Partnering with other agencies and businesses is often the key to attracting unserved audiences, promoting the library and its services, and enhancing community relationships. Partnerships with other libraries, schools, community agencies and businesses are required.

Grants will be awarded for projects which engage families and other stakeholders in early literacy programs and skills training.

Racing to Read Grant

□ Requirements

- ▣ Partnerships are developed or strengthened
- ▣ Four early literacy-based programs or training events conducted off-site
- ▣ Two early literacy-based programs or training events conducted onsite
- ▣ Program supplies must include books to give to families or caregivers

REQUIRED

During this phase of the Racing to Read Early Literacy Initiative, participating libraries are expected to develop or strengthen partnerships to better reach families or caregivers of young children, particularly young children at risk of not being ready to read or to learn when they start Kindergarten.

The Library must hold a minimum of four early literacy-based programs or training events conducted **off-site** at partner location, and two early literacy-based programs or training events conducted **onsite** at the library between February 1, 2015 and August 15, 2015.

Program supplies must include books to give to families or caregivers to keep to read to their child(ren), enabling them to build home libraries and practice the early literacy techniques taught at the program or training events, limited to one book per family per event funded through the grant.

Are there any questions

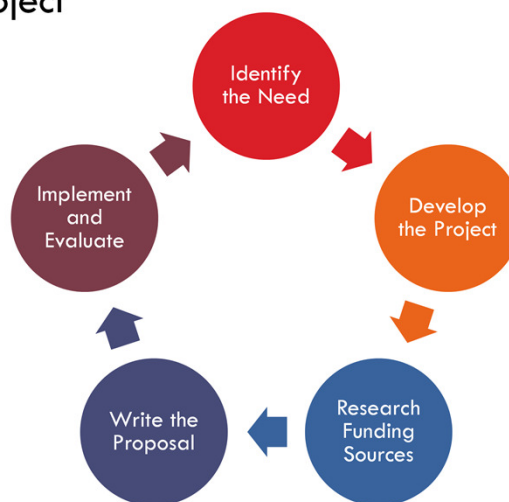


Grant Application Basics

The Logic Model

□ Organize your project

- ▣ Need
- ▣ Resources
- ▣ Activities
- ▣ Outputs
- ▣ Outcomes
- ▣ Impacts



It's all about knowing your community, their needs, project planning, implementation and evaluation!

IDENTIFY THE NEED: What is needed for YOUR community to enable more children to be ready to read when they begin school? What are the stumbling blocks and what can YOUR LIBRARY do about it?

Look at different models to better represent what is being said above.

DEVELOP THE PROJECT: Think about the details. A LOGIC MODEL can help. It looks at the:

1. Project statement: Provides the BIG picture. Envision the solution=what needs to be change to achieve the desired outcome. Gets you forward / future thinking....
2. Resources: What do you need to invest in – time/staff, money, partners, equipment, facilities, knowledge base
3. Activities/Methods-What you do to reach your partners or parents or caregivers of young children-Publicity, workshops, publications, events
4. Outputs-Quantitative. What will you need to count?
5. Outcomes-Qualitative-often obtained through surveys, anecdotal information/real life stories
6. Impacts-Answers the “so what- you did this project so what happened” question. What do you think the short term impacts will be? The medium term? The long term? What will change and how will you track it?...Ripple effect.

RESEARCH FUNDING SOURCES: Do you need more than LSTA funds for your project? Who can fund what LSTA cannot cover? Do you have any natural partners?

WRITE THE PROPOSAL: FOCUS ON THE PEOPLE. Be able to MONITOR the impact so you can tell a more detailed story – this can help you get CONTINUED funding.

IMPLEMENT and EVALUATE: How's it going? Are the strategies you have chosen meeting the need? What is going especially well? What can you do better? Is the need still present? This speaks to results based management – how you will monitor and make changes along the way so your project can have the greatest impact.

Evaluation

- ❑ Pre-tests and post-tests
- ❑ Questionnaires or surveys
- ❑ Interviews
- ❑ Observation
- ❑ Focus groups
- ❑ Case studies



**Numbers without interpretation
are just numbers!**

You can't just say, "The project was successful." You need to be able to say HOW it was successful. Be evaluative in nature with an eye toward using "results based management" if you hope to continue early literacy programs and services in the future..

So as you develop the project, consider:

How can you see the change?

How can you hear the change?

How can you read about the change?

Pre and Post-Tests, Questionnaires, or Surveys [READ] – often subjective in nature; can help you get to the impact your project has had, especially changes in skill and knowledge. A sample survey is provided in the Resources section of the grant application.

Interviews [HEAR] – a good way to obtain anecdotal information (stories) that illustrate project impact. Especially helpful in identifying changes in status or life condition

Observation – what do you SEE has changed. This can help assess many of the areas, including changes in behavior

Staff documentation and observation usually produce some very helpful insights.

- Have participants' skills improved as noted through observation or interaction?
- What does the body language of the participants indicate?
- How engaged are the participants?
- What was particularly helpful for the participants?
- Are participants making more use of OTHER library services?

Focus Groups or Case Studies – can be used if someone in the target audience participates in the project and is willing to help assess its impact at a more in-depth or personal level.

Grant Application Basics

1. Identify regulations and statutes
2. Complete the application and send it in ON TIME
3. Application undergoes review
4. Grant is awarded (or denied)



Read the bullet point. At bullet point 2 state that applications are due November 7, 2014. Once the application is received an email notification will be sent to applicants.

LSTA Grants Statutes and Regulations

- ▣ Museum and Library Services Act of 2003: Public Law 108-81, 117 Stat. 991 (2003)
- ▣ General Regulations for Administering the Grants: 2 CFR 200
- ▣ Work Authorization Program: RSMo 285.530

Links to these statutes and regulations are available online at

<http://www.sos.mo.gov/library/development/grants/GrantsManual.pdf>



I would like to note that since this grant will be awarded after December 26, 2014 the new OMB Uniform Guidance will apply. In this case, 2 CFR 200 will supersede 2 CFR 225 and A-133.

2 CFR Part 200 establishes uniform administrative requirements, cost principles, and audit requirements for all types of Non-Federal agencies.

For more details you can refer to the following parts of the U.S. Code and Statutes for the Museum and Library Services Act of 2003, applicable pieces from the Code of Federation Regulations and Missouri statutes.

These statutes and regulations are referenced in the Certifications and Assurances forms that must be signed and accompany the application.

Links to these statutes and regulations are available in the online Grant Manual at the link listed on your screen.

<http://www.sos.mo.gov/library/development/grants/GrantsManual.pdf>

Grant Application Basics

□ Project Description

- State the problem
- Identify the goal(s) of your project
- Identify the strategies to reach your goal



The project description is a foundational part of your grant application and is generally very succinct. It is one of the first pieces a reviewer sees and sets the tone for how the application will be read. It should provide the reader with a framework that will help him/her visualize the project. The remainder of the proposal then serves to deepen and amplify the "vision". The project description should contain the following elements:

In one or two sentences state the problem

In one or two sentences identify the goal of your project

- What you hope to achieve
- Explain the direct benefit to the individual and/or community

In one or two sentences identify your strategies – Do NOT get into the steps

- What will you DO to solve the problem.

The rest of the proposal will get into the details.

Example for a Racing to Read Grant Project Description: The Library will take a four-pronged approach as we seek to help children be better prepared to read and to learn when they start school. We also plan to establish a community committed to early literacy. 1) We will expand the early literacy learning corner of the library. 2) We will hold two Early Literacy Partner Development sessions at the library, using the ***Racing to Read to Go*** model. We will also establish an Early Literacy Council to bring together stakeholders in the community to help address low literacy concerns. 3) Toddler Story Time will be expanded from being held only during the school year, to through the summer as well. Special emphasis will be placed on modeling the early literacy skills to parents and other caregivers during story time.

4) To better reach the target audience, four Early Literacy Family Story Time events will be held: two at the Salvation Army homeless shelter and one at the low income housing authority.

Grant Application Basics

□ **Project Outcomes**

- ▣ What do you hope to achieve through the project?
- ▣ Check all that apply from the list provided
- ▣ Any additional outcomes should be listed in the detailed project description



What do YOU hope to achieve through the project?

Check all the outcomes that you hope will be achieved by your project from the list provided.

1. Skills taught during the Early Literacy Fundamentals and/or Racing to Read to Go workshops will be taught or implemented as applicable.
2. Children will improve their early literacy skills.
3. More families with young children will make use of the early literacy programs and services available at the library.
4. Partnership efforts will increase to coordinate early literacy service delivery community-wide.
5. High risk families will access early literacy materials, resources, services and programs..
6. You will use results based outcome for your project to continue to develop and improve early literacy services and programs.

Any additional outcomes should be listed in the detailed project description.

Grant Application Basics

2. Program Narrative

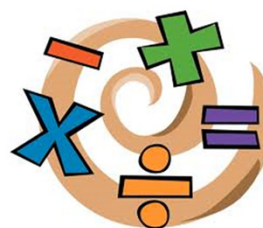
- a) Project detail and timeline
- b) Cooperative element(s)
- c) Project promotion: publicity
- d) Project evaluation



- a) **Project Detail and Timeline:** Provide a thorough description of your early literacy program including details on what you will do and when you will do it. See the Resources Section of the grant application for sample responses to these questions.
- b) **Cooperation:** List of partners with a unique letter of support from each that outlines their commitment to and anticipated role in the project.
- c) **Project Promotion:** How will you attract your audience and encourage participation throughout the entire course of the program. Include both outreach and in-house efforts. We will be especially interested in how you intend to reach **unserved** or **underserved** high risk populations.
- d) **Evaluation:** How will you measure the impact of your project through quantitative methods (what you can count that will show something happened) and qualitative ways (how well the project worked)
 - The application includes a survey you can adapt to help you get qualitative data you can use to help assess project impact. Feel free to adapt this survey for your library.

Evaluation - Outputs

- ❑ What you can count – statistics
 - ▣ Number of programs or story times held
 - ▣ Number of attendees at those sessions
 - ▣ Circulation of materials
 - ▣ Number of families who check out the materials
- ❑ They are not outcomes
- ❑ They do not show impact
- ❑ They are just numbers



Outputs are the things you can count; they provide quantitative (statistical) proof that something took place. Outputs are not outcomes. Outputs do not show impact. Outputs are just numbers until an interpretation is applied.

You are REQUIRED to count number of programs held and number of people at the programs. You may also find it helpful to count circulation of materials and, if possible, the number of individuals who check out the materials.

If you have early literacy stations, you may want to track their use.

What other things might be helpful to count?

Evaluation - Outcomes

- Involves a change in the target audience
 - ▣ Skills
 - ▣ Knowledge
 - ▣ Attitudes
 - ▣ Behaviors
 - ▣ Status
 - ▣ Life condition



Outcomes should involve a change for the better in the people in your target audience. Impacts should involve at least one of these areas: skills, knowledge, attitude, behavior, status or life condition.

Evaluation - Outcome Based Assessment

Combine what you counted with what you observed, heard or read to assess the project

1. What outputs did you identify and how do they compare to previous years?
2. What outcomes did you identify?
3. What impacts can you infer?



WHAT DID YOU SEE, HEAR, READ?

- Project promotion: How effective were the various methods that were used (newspaper, signage, billboards, partner-driven outreach)
- Routine events: Who attended? What worked well? What needed improvement?
- If you held Special events, had a Guest speakers: Which ones best taught the early literacy skill development techniques ? Which were the most engaging? Which ones were not? Why not? Which were well-attended? Why?
- Program closeout: What did you read in the surveys, hear in the conversations and see in other evaluation methods used?
- Research: Did you have any cause and effect results – something YOU can't prove but that research has shown? (Parents who read, talk, sing and play with their pre-Kindergarten children makes learning to read easier so the children are better prepared to learn how to read when they start school.)

WHAT DOES IT MEAN?

- What can you LOGICALLY deduce from the changes in numbers?
- What can you LOGICALLY deduce from your observations?
- What was the overall impact on the participants?
- Were any individuals or groups more impacted by the project than others?
 - If so, how and why
- What was the impact on staff?

Grant Application Basics

□ Budget Worksheet

Budget Category	Brief Description	Quantity	LSTA Funds Requested	Local	Total Cost
Contractual Services	Program facilitator	1	\$2,376.00	\$0.00	\$2,376.00
	Storyteller	1	\$500.00	\$0.00	\$500.00
Subtotal			\$2,876.00	\$0.00	\$2,876.00
Equipment and Software (25% minimum local match required)	1 early literacy station	1			
			\$2,794.00	\$932.00	\$3,726.00
Subtotal			\$2,794.00	\$932.00	\$3,726.00
Library Materials (50% minimum local match required)	Early Literacy books for patron checkout (3 branches)	Varies	\$750.00	\$750.00	\$1,500.00
			\$750.00	\$750.00	\$1,500.00
Subtotal					
Personnel (include benefits as appropriate)					
Subtotal			\$0.00	\$0.00	\$0.00
Public Relations	Paid Advertisements	4	\$240.00	\$0.00	\$240.00
			\$240.00	\$0.00	\$240.00
Subtotal					
Supplies	Books for Families and Caregivers	Varies	\$1,200.00	\$0.00	\$1,200.00
	Early literacy skills cards	Varies	\$600.00	\$0.00	\$600.00
	Craft and program supplies	Varies	\$750.00	\$0.00	\$750.00
Subtotal			\$2,550.00	\$0.00	\$2,550.00
Travel					
Subtotal			\$0.00	\$0.00	\$0.00
Other	Refreshments(local expense only)			\$200.00	\$200.00
	Incentives and prizes (local expense only)			\$100.00	\$100.00
Subtotal				\$300.00	\$300.00
Total			\$9,960.00	\$1,982.00	\$11,942.00

The Budget Details has two parts: the Budget Worksheet and the Budget narrative. First we will look at the Budget Worksheet.

- a) Budget worksheet – this is a line item list of all items or services to be purchased for the project, including both grant and local funds
 - Items and services should be listed under the appropriate categories, provide brief descriptions, quantity to be purchased, cost per unit, a breakout between grant and local costs involved and total cost. When exact costs are unknown, it is okay to estimate the cost.
 - Provide a Subtotal for each category.
 - In this grant watch for the local match requirements.
 - A dollar-for-dollar match is required for Collection Development purchases and a 25% match is required for equipment and software purchases. The institution's budget can provide the local match
 - Friends, corporate or private funds can also provide the local match
 - On the other hand, Federal funds from another source CANNOT provide the local match.

Local Funding Resources(offer if questioned or inquired about)

- Library budget
- Friends Group
- Local restaurants
- Local grocery stores
- Scholastic
- Dollar General
- Wal-Mart
- Target

Grant Application Basics



➤ Budget Narrative

- ▣ Justification
- ▣ Cost / market analysis:
\$3,000 threshold
 - Item or set of same items
 - Services

Funders like to see local buy-in and justification of all costs – So ask yourself do you REALLY need EVERYTHING you are asking for and is it at a fair price?

- a) Budget narrative – describes items in greater detail and justifies all project costs listed on the budget worksheet. If using estimates, the budget narrative would be where you describe how you came up with the estimate. For example, in library materials if you have 3 branches and you listed an estimate of \$500 per branch. The library materials budget narrative would indicate you are planning to purchase 50 books for each branch at an average cost of \$10 per book for a total of \$1500 of which \$750 is to come from LSTA funds and \$750 is to come from local funds.
- b) For LSTA grants from us, a cost analysis for an item, set of items or services totaling \$3,000 or more must be performed
 - To determine if you are obtaining an item or service at a fair market value
 - Can be collected through phone calls, websites, catalogs, email, etc.
 - Try for at least 3 cost comparisons for the item, set of the same items, or services
 - You must say which cost estimate was used on the budget worksheet and why
 - At this point, you must NOT be bound to the vendor.

Grant Application Requirements

4. Certifications and Assurances

- ▣ Application
- ▣ Standard Terms and Conditions
- ▣ Certifications Regarding: Nondiscrimination; Debarment and Suspension; Drug-Free Workplace; Federal Debt Status; Lobbying; and Trafficking in Persons
- ▣ Assurances-Non-Construction Programs
- ▣ Internet Safety Certification
- ▣ Business Entity Certification



QUALITY ASSURANCE- Rules and regulations apply and the applicant is responsible to adhere to those rules and regulations.

Assurances

The Assurances – Non-Construction Programs addresses equal access and responsible use of funds.

Equal Access: You cannot deny service or benefit on the basis of race, color, national origin, age, sex, or disability. Note there is a difference between targeting and exclusion.

Responsible Use of Funds: Ensures proper planning, management and completion of the project including filing complete interim and final reports with the State Library.

Certifications

Debarment and Suspension: The certification ensures that those persons working on federally funded projects have not been debarred, suspended, or declared ineligible from receiving federal funds, convicted of or had a civil judgment rendered against them for fraud, embezzlement, theft, false statements, within the preceding three-year period, or had one or more public transactions terminated for cause or default.

Drug-Free Workplace: Grantees must have a written policy that informs employees that the unlawful possession, distribution, or manufacture of a controlled substance in the workplace is not allowed. The policy must specify what the penalties are for violations. Grantees must have a drug-free awareness program.

Lobbying: You cannot use these funds to influence federal agency officials or congress, State, or local election, referendum, initiative, or similar procedure.

Trafficking in Persons: The grant, contract or cooperative agreement will be terminated if the grantee, subgrantee, contractor, or subcontractor engages in trafficking in persons, procures a commercial sex act or uses forced labor.

Internet Safety: Needed for grants involving the purchase of computers that will be used by minors.

Business Entity Certification: You do not knowingly hire persons unauthorized to work in the US. This form is required ONLY for applications seeking an excess of \$5,000 in LSTA funds.

Application: Shows us you have the financial and staff commitment to carry out the project from your authorizing official and director. Be sure the proper person signs each document. Know who can sign if that person is not available.

Grant Application Basics

- The application is available in Word format on the Missouri State Library Grants website at:
<http://www.sos.mo.gov/library/development/grants.asp>
- Generic application guidelines are available at:
http://www.sos.mo.gov/library/development/grants/LSTA_Grant-Application-Guidelines.pdf

The application is available on the Library Development LSTA grants page. It is in the LSTA grant application forms section.

At this time, does anyone have any questions?

Frequently Asked Questions

1. **Presenter Costs – Contractual Services**
 - Includes presenter honoraria, transportation, lodging, and meals
2. **Equipment for the child to use in the library is eligible**
3. **Software**
 - Software used for instructional purposes is a Supply
4. **Travel for project staff**
 - Must be in excess of 300 miles and activities cannot be performed during currently scheduled trips
 - Current reimbursement estimate is .37 per mile



1. Presenters should be considered Contractual Services. Costs should include presenter fees, transportation, lodging, and meals. Do NOT separate these costs into separate line items. You might also put project staff here if they are not considered library personnel, that is they do not receive benefits.
2. Equipment for the child to use in the library is eligible. Examples are early literacy stations or tablets. Preferred is that this equipment is designed to be used by parents and children together. Equipment for STAFF uses are not eligible in this grant program and should be requested in a Technology Mini Grant. The next deadline for aTech Mini grant applications is January 7, 2015. The grant period is expected to Start March 1, 2015.
3. Software that is used for instructional purposes, such as apps that will be demonstrated during story times should be considered a Supply. These do not require a local match.
4. Travel for project staff is allowable IF
 - Travel is estimated to be in excess of 300 miles and activities cannot be performed during regularly scheduled trips
 - Current reimbursement estimate is .37 per mile. If the library reimburses travel at a higher rate, the remainder must be funded locally.

Frequently Asked Questions

4. Grant Payments

- The Racing to Read Grants will be paid in two installments (50/50)
 - First payment cannot be requested until the grant period has started and you must begin spending those funds within 45 days



The racing to read grants will be paid in two equal payments. You should not request first payment until your grant period has started, and you must begin spending those funds within 45 days. In this case, the earliest you could request first payment will be February 1 which is the start of the grant period.

The final payment request is submitted with your final report, after all expenses are known and the program has ended. So the library does needs to be able to float some of these costs on their own.

Frequently Asked Questions

5. Timeline

- Application are due November 7, 2014
- Grant management session is on January 27, 2015
- Beginning date of grant period is February 1, 2015
- Interim report due May 15, 2015
- Ending of grant period is August 15, 2015
- Final report due September 15, 2015



Applications are due November 7, 2014 (postmark date or hand-delivered)

The grant management session will be held January 27, 2015 at either 9 am and 2pm. Only one session needs to be attended.

The grant period will begin February 1, 2015. You can begin placing orders or contracting for services on that date.

The interim report is due May 15, 2015.

The end of the grant period is August 15, 2015. All items should be received. All funds should be encumbered.

The final report is due to State Library on September 15, 2015; all funds should be spent.

Are there any questions this far, if we will go on to best practices where we will look the things that libraries do that bring projects to successful conclusions.



Grant Application Best Practices

Grant Applications Best Practices

- Plan well
- Track performance measures - outputs
 - ✓ Do you have a baseline?
 - ✓ Do you have desired benchmarks to achieve?
- Know the potential impact of your project - outcomes
 - ✓ What is the benefit to the patron and how can you capture it?
 - ✓ Can help in obtaining local, state, or federal support for other projects



Know where you are going. The more planning you can do upfront, the greater impact your project is likely to have and the smoother your project is likely to go. **You are also less likely to require an amendment due to a change in timetable, program modification, or budget.** A plug for grant management: **Remember, a change in budget is not the ONLY reason for an amendment, changes in programming and scope including audience and activities may also activate a need for a formal amendment.** Do not live by the motto “It’s easier to seek forgiveness than ask permission” because you might leave us with no choice but to deny partial payment on your grant when your final report is reviewed and we see costs that are not eligible for LSTA funding.

Cover the bullet points in the on the screen.

Track outputs we discussed. Know your outcomes so you can identify stories that relate.

“People with goals succeed because they know where they're going. “

[Earl Nightingale](#) , motivational speaker

Grant Applications Best Practices

- ❑ Have a realistic, justified budget
 - ✓ LSTA and local funds
- ❑ Check your math
 - ✓ Watch for required local match
- ❑ Be sure all accompanying forms have been signed and dated by the appropriate person
- ❑ Be sure all attachments are included
 - ✓ Letters of partnership
 - ✓ Market analysis
 - ✓ Survey drafts



Remember you should have a realistic budget, check you match to make sure the match requirements have been met, be sure accompanying forms are included. Include drafts of any surveys you would like to use, and don't forget those letters of partnership, and market analysis documentation.

Grant Application Best Practices

- Know what your legal responsibilities are
- Know your institution's policy on grant applications
- Know who has to sign your application and what his/her schedule is



Know what your legal responsibilities are

- Especially for state and federal grants, there are a long list of statutes and laws that apply. Please make note of these rules and regulations-listed on a previous slide.

Know your institution's policy on grant applications

- Do you have to have approval from director, the board, or some other person?
- Whose permission do you need from your institution?

Know who has to sign your applications and what his/her schedule is

- Will that person be available when you need the signature? If not, is there a backup person?



Questions

Contact Information



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When you exit today's session, you will be prompted to complete a short survey. Please take the time to do so. This helps us to know if our sessions are helpful, and how we can improve them.